

Campus Improvement Plan

2023-2024



Bowden Academy

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Dr. Jaime Aquino**

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 1/18/23	<ul style="list-style-type: none"> Review last years CIP and start working on this year's CNA Align the CNA work to ESF
Meeting #2 5/15/23	<ul style="list-style-type: none"> ESF Lever 5 Accomplished on Domain 1,2,3 This year the work will be on 4,5 P4E

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 2022 - 2023 CIP -

- Funds are used strategically for closing learning gaps
- Professional development once a month is not enough for our teachers, we need to bring back the early release Fridays
- The attendance initiatives never actualized systematically
- There is more work to be done in regards to student expectations, behavior and academic
- Lever 5, Domain 4 of the ESF states that effective instruction should be documented daily
- Focus areas are - attendance, ms behaviors, Tier 1 instruction

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment				
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.				
Demographics (Minimum 2 Areas)				
Area Examined	Data Sources	Problem Statements and Root Causes		
Student Behavior	Behavior Referral System	PS DE-1	Middle school behaviors continue to be an issue, 95% of referrals come from MS, and cause concern for lower grades families.	
		RC DE-1	<ul style="list-style-type: none"> Turnover in APs (new and inexperienced with MS behaviors) One Allocation for AP (have to pay for additional) No ISS allocation (have to pay out of 1882) Lack of consistent behavioral expectations MS Teachers lack a team time (the vertical and horizontal supports) Common beliefs about kids are lacking Inconsistent instruction and expectations from room to room 	
Student Attendance	Attendance Rosters/ ADA	PS DE-2	Our average daily attendance rate is 87.1%.	
		RC DE-2	<ul style="list-style-type: none"> Need a systematic understanding of student barriers and clear parent information Lack of Attendance Tracking Lack of Incentives Lack of Focus Lack of Teacher ownership built into strong attendance systems Lack of Parent accountability 	
		PS DE-3		
		RC DE-3		
		PS DE-4		
		RC DE-4		
	<p><i>Bowden is a prideful school - a place that people deeply care about. It is a community school and one that serves almost entirely neighborhood kids. Bowden is a place poised for great things, even when the odds seemingly are stacked against it.</i></p> <p><i>Bowden students come from mostly Hispanic and poor backarounds. Many of our students have been at Bowden for many years. About ⅓ of our students come</i></p>			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	STAAR Results, campus assessments , intervention supports, coaching and feedback	PS SL-1	The quality of tier 1 instruction is inconsistent across the campus as evidenced by interim scores and preliminary STAAR data. Lack of consistent Tier 2 interventions that are data driven evidenced by classroom observations and growth of low performing students.
		RC SL-1	<ul style="list-style-type: none"> Specific to New Curriculum: The instructional leadership team has not mastered curriculum or developed enough expertise to effectively coach. <ul style="list-style-type: none"> Time & Capacity Constraints Access to aligned training Network expectations on curriculum training Change in STAAR Assessments & State-wide System Changes Coaching & Feedback - Need for more intentional connection between DSE and Observation
Intervention	STAAR Results, campus assessments , intervention supports	PS SL-2	Lack of consistent Tier 2 interventions that are data driven evidenced by classroom observations and growth of low performing students.
		RC SL-2	<ul style="list-style-type: none"> Intervention lacks level of impact <ul style="list-style-type: none"> Interventionists <ul style="list-style-type: none"> What is the clear purpose / outcomes Attendance of interventionist Will of interventionist Accountability Systems Math Tier 2 Intervention <ul style="list-style-type: none"> Campus lacks clarity on vision for Tier 2 between teacher understanding and leadership vision Not a priority to date Not a designated time/expectation of minutes per week
		PS SL-3	
		RC SL-3	
		PS SL- 4	
		RC	

<div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div>			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Professional development	DSE, TTESS, IFT	PS PP-1	Teachers have voiced that they feel that professional development has not been a priority, differentiated, or of the quantity they had previously experienced.
		RC PP-1	<ul style="list-style-type: none"> Time: Bowden went from 4 early release days for PD a month, to 1 early release day every other month The IFT did not focus on PD, and it was a struggle to meet for IFT Principal efforts were directed at campus safety and discipline and not instruction Systems for DSE were not owned by teachers so the lack of Admin support evidenced that the system was not sustainable New curriculum introduced without adequate training, accountability, or continuous support
		PS PP-2	Students in special programs do not receive consistent supports needed to level the playing field; (Special Education, EB, GT, and Speech, Dyslexia)
		RC PP-2	<ul style="list-style-type: none"> Lack of sped teachers, ACE Elem went an entire school year without a teacher GEC has lacked a teacher and IA for the entire school year Lack of EB supports, leader or classroom supports Lack of GT lead and GT services Speech students have not had a consistent, in person support in three years
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>The school year has presented several challenges for campus leadership which have resulted in a loss of focus on instruction. The elimination of weekly half days for professional development and data analysis has required that some of the work that was traditionally accomplished during that time be moved. Daily demands are extremely high leading to a lack of focus on instruction, and teachers have received less instructional support than needed. Less professional development time has made it difficult to gain traction on any one topic in adult learning. The day to day challenges have resulted in teachers receiving little coaching and feedback.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Attendance	Attendance Rosters/ ADA	PS PE-1	Bowden Academy has low attendance with current annual rate of 87.1%. The 2022-23 attendance goal is 90%.
		RC PE-1	<ul style="list-style-type: none"> Lack of a consistent Attendance System/ Incentive Program <ul style="list-style-type: none"> Role Execution Role Accountability Need a systematic understanding of student barriers and clear parent information <ul style="list-style-type: none"> Lack of Transportation Lack of parent accountability
Teacher	TTESS	PS PE-2	Teachers and students struggle with turnover in leadership 2022-23 school year; alongside the pressure of newly implemented systems.
		RC PE-2	<ul style="list-style-type: none"> Teachers are not mastering Tier 1 behavior management systems and not being held accountable via TTESS (others) There was a disconnect between the teacher need and PD / coaching and a disconnect between DSE and PD / coaching system
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	<p><i>Bowden Academy is an Early Childhood through 8th grade academy. Bowden Academy is a safe and loving place for all stakeholders. Students and staff feel validated and call Bowden 'familia'. Bowden Academy is a risk-free environment where students can express their academic, and social emotional needs. Students consistently express and demonstrate high perceptions of their school, staff, and school culture. Teachers' perceptions align with the students' in regards to feeling safe, respected and supported unconditionally. Bowden Academy has implemented explicit programming uniquely designed to fit student academic and social emotional needs. Such programs include a Mentoring Program, A Restorative Practice Program (Martinez Streets), and actively utilize all</i></p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of the year, the campus attendance rate will average 90%.	Implement an attendance committee. The Director of Operations will engage with families of chronically absent students using multiple means to include phone calls, emails, and home visits.	Director of Ops	
		Quarterly KPIs	By the end of Quarter 1, the attendance plan will be communicated to staff and families. The attendance committee will have created a calendar of incentives, and designed a tracking system. The campus attendance rates will to 88%. By the end of Quarter 2, high leverage families will be identified and the attendance committee will determine appropriate interventions. Campus attendance rates will increase to 89%. By the end of quarter 3, the number of tier 3 attendance families will have decreased and the campus attendance rate will increase to 90%. By the end of quarter 4, the campus attendance rate will maintain at 90%.		
DE-2	1		Schedule a cadence of attendance incentives.	Director of Ops	
		Quarterly KPIs	By the end of Quarter 1, 80% of students will meet the attendance goal. By the end of Quarter 2, 85% of students will meet the attendance goal. By the end of Quarter 3, 90% of students will meet the attendance goal. By the end of Quarter 4, 92% of students will meet the attendance goal.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, 100% of students are able to successfully perform routines and procedures in common areas.	Develop and communicate common area expectations to all middle school students.	Middle School AP	
		Quarterly KPIs	By the end of Quarter 1, 50% of students are able to meet expectations for common areas. By the end of Quarter 2, 75% of students are able to meet expectations for common areas. By the end of Quarter 3, 100% of students are able to meet expectations for common areas. By the end of Quarter 4, 100% of students are able to meet common area expectations and verbally explain the campus expectations.		
DE-2	4	By the end of the year, 100% of students are able to successfully perform routines and procedures in common areas.	Highlight students with zero infractions each quarter	Middle School AP	
		Quarterly KPIs	By the end of Quarter 1, 50% of students are recognized for meeting expectations for common areas. By the end of Quarter 2, 75% of students are recognized for meeting expectations for common areas. By the end of Quarter 3, 100% of students are recognized for meeting expectations for common areas. By the end of Quarter 4, 100% of students are recognized for meeting expectations for common areas.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	K: 60% of students will score on grade level on end of year mClass. 1st: 26% of students will score on grade level on end of year mClass. 2nd: 55% of students will score on grade level on end of year mClass.	Teachers will receive training and implement writing into all content areas.		
		Quarterly KPIs	By the MOY mClass, assessment, 30% of kinder students will meet grade level, 13% of 1st grade students will meet grade level, and 30% of 2nd grade students will meet grade level. By the EOY mClass, assessment, 60% of kinder students will meet grade level, 26% of 1st grade students will meet grade level, and 60% of 2nd grade students will meet grade level.		
SL-2	1	40% of all students 3rd - 8th will score Meets on Reading STAAR. 75% of all students in grades 3rd-8th will show growth on STAAR from previous year. 5th & 8th: 55% of all students will score Approaches on Science and Social Studies STAAR tests.	Teachers will receive training and implement writing into all content areas.		
		Quarterly KPIs	By the end of Quarter 1, 10% of all students in 3rd-8th grade will score Meets on the Reading Interim, 20% of students in grades 3rd-8th will show growth and 20% of students in 5th and 8th grade will score Approaches on the Science Interim, 20% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 2, 20% of all students in 3rd-8th grade will score Meets on the Reading Interim, 35% of students in grades 3rd-8th will show growth and 30% of students in 5th and 8th grade will score Approaches on the Science Interim, 30% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 3, 30% of all students in 3rd-8th grade will score Meets on the Reading Interim, 50% of students in grades 3rd-8th will show growth and 35% of students in 5th and 8th grade will score Approaches on the Science Interim, 35% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 4 40% of all students 3rd - 8th will score Meets on Reading STAAR. 75% of all students in grades 3rd-8th will show growth on STAAR from previous year. 5th & 8th: 55% of all students will score Approaches on Science and Social Studies STAAR tests.		
SL-3		K: 60% of students will score on grade level on end of year mClass. 1st: 26% of students will score on grade level on end of year mClass. 2nd: 55% of students will score on grade level	Teachers will		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1					
		Quarterly KPIs			
PP-2					
		Quarterly KPIs			
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	By the end of the year, the campus attendance rate will average 90%.	Implement an attendance committee. The Director of Operations will engage with families of chronically absent students using multiple means to include phone calls, emails, and home visits.	Director of Ops	
		Quarterly KPIs	By the end of Quarter 1, the attendance plan will be communicated to staff and families. The attendance committee will have created a calendar of incentives, and designed a tracking system. The campus attendance rates will to 88%. By the end of Quarter 2, high leverage families will be identified and the attendance committee will determine appropriate interventions. Campus attendance rates will increase to 89%. By the end of quarter 3, the number of tier 3 attendance families will have decreased and the campus attendance rate will increase to 90%. By the end of quarter 4, the campus attendance rate will maintain at 90%.		
PE-2	1	By the end of the year, the campus attendance rate will average 90%.	Highlight students who have achieved perfect attendance.	Director of Ops	
		Quarterly KPIs	By the end of Quarter 1, one student per grade level will have achieved perfect attendance. By the end of Quarter 2, two students per grade level will have achieved perfect attendance. By the end of Quarter 3, three students per grade level will have achieved perfect attendance. By the end of Quarter 4, four students per grade level will have achieved perfect attendance.		
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

2.2 – Fourth Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives
 The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Multiple Measure		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1					

Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information**Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

[illegible][illegible]

